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ABSTRACT

This manual, a product of the Washington State Early Entrance Identification Committee, was designed to offer technical assistance to the school districts of Washington State. Its primary objective is to provide information to those districts seeking assistance in the identification of the exceptionally able child who does not meet the age criteria for entry into a kindergarten program. Included in the manual are a list of commonly asked questions regarding early entrance identification programs, recommendations for avoiding discriminatory practices, a list of available screening devices (in a matrix form), and samples of early entrance policies and procedures from districts with existing programs. Copies of sample procedures and policies are appended. (Author/MP)

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KINDERGARTEN EARLY ENTRANCE IDENTIFICATION MANUAL

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KINDERGARTEN EARLY ENTRANCE IDENTIFICATION

MANUAL

WASHINGTON STATE OFFICE OF THE
SUPERINTENDENT OF PUBLIC INSTRUCTION

1981

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This Kindergarten Early Entrance Identification Manual is the product of fine effort and cooperation by members of the Early Entrance Identification Committee. The committee was formed as a result of the adoption of WAC 180-16-166 which, in addition to establishing a common entry age for Kindergarten and First Grade, provides that school districts may elect to establish a Kindergarten exception policy for early entrance.

The members of the committee, referred to in the following pages, represent different educational perspectives regarding Kindergarten early entrance and this has allowed for the development of a well-balanced, comprehensive manual which presents options regarding the many issues related to early entrance to school programs. The opportunity of having qualified and interested teachers and administrators from public and private schools around the state, as well as staff members from the SPI, serve on the committee has enhanced the possibility that the technical assistance goal of the manual can be achieved.

The concept of Kindergarten early entrance deserves the attention of school districts in Washington State. A great deal of interest has been generated for identifying those children who cannot meet the common entry age regulations but who otherwise are eligible for entrance to Kindergarten by virtue of their levels of maturity in mental, physical, social, and emotional areas. Many school districts have established policies and procedures regarding Kindergarten early entrance identification. This manual is intended to offer technical assistance to those school districts that currently do not have an established early entrance program as well as to assist districts in revising programs currently being offered. Any district seeking further information should feel free to contact the Program Accountability Section of the Instructional and Professional Services Division (phone (206) 753-6710).

As Superintendent of Public Instruction, I recommend this manual as containing effective means for developing Kindergarten early entrance identification policies and procedures. I wish to express my sincere thanks to the members of the Early Entrance Identification Committee and to all other persons who contributed their time, efforts and talents in the production of the manual. Their involvement is greatly appreciated.

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(The art work throughout the manual was contributed by children from the Yakima Follow Through Program.)

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I. HISTORICAL BACKGROUND

In 1979, pursuant to RCW 28A.58.190, the State Board of Education adopted WAC 180-16-166 (see Appendix A and B) relating to the common entry age date for Kindergarten and first grade. Effective for the 1979-80 school year, a child was required to be five years of age as of midnight, August 31, to enter Kindergarten. Effective on the same date and time for the 1980-81 school year, a child was required to be six years of age to enter first grade.

WAC 180-16-166 allowed for a three year phase-in of these regulations for school districts qualifying under the provisions of paragraph (2) of this regulation.

In January, 1980, the Instructional and Professional Services Division Bulletin 1-80 was issued by the Office of the Superintendent of Public Instruction. This bulletin requested information regarding Kindergarten entry age to determine whether or not, and to what extent, school districts were complying with WAC 180-16-166. The survey indicated one hundred sixty-eight school districts in full compliance, one hundred two districts "phasing-in" to compliance, and thirty districts out of compliance.

As of the printing of this manual, all school districts are in full compliance with the uniform age rule or are completing their "phase-in" cycles.

WAC 180-16-166 also provides that school districts can establish a screening process for the identification of the exceptionally able child for early entry into Kindergarten programs and sets forth guidelines on screening areas that must be addressed. School districts may elect not to allow for early entry. In addition, school districts that screen for early entry also are required to have an internal appeals process for parents or guardians to seek review of early entry decisions.

By the end of the 1979-80 school term, somewhat more than half of the state's school districts had adopted early entrance screening policies and procedures to identify the exceptionally able child. The number of districts without early entrance screening, however, was significant and provided the catalyst for the creation of a Kindergarten early entrance committee to investigate the arguments surrounding the early entrance screening issue and to make service available to school districts in the form of a technical assistance manual.

The Kindergarten Early Entrance Committee functioned during the 1980-81 school year, and individual members were recommended by the Association of Washington School Principals, Washington Council for Private Education, Washington Education Association and Washington Federation of Teachers. The representation of educational interests by the members on the committee concerning the early entrance issue was very well balanced. As a consequence, objectivity was maintained in the committee's analysis of relevant research in early entrance screening, in the scrutiny of existing early entrance screening policies and procedures in the state and finally, in the compiling of the information to be included in this technical assistance manual.

II. INTRODUCTION

This Kindergarten Early Entrance Manual is designed to offer technical assistance to the school districts of Washington State. Its primary objective is to provide information to those districts seeking assistance in the identification of the exceptionally able child who does not meet the age criteria for entry into a Kindergarten program. The concept of the exceptionally able child is difficult to define specifically because of the numerous variables that any particular district might consider as being important. However, WAC 180-16-166 does require that any effort to assess children to determine exceptions to the entry age requirement must include assessment of mental ability, gross motor skills, fine motor skills, visual/auditory discrimination, and emotional/social development. While a district may choose to include more areas in its assessment than those provided in the regulation, the fundamental goal should be the establishment of an early entrance identification procedure that will select those children with very high probabilities of success in a Kindergarten educational setting. It is hoped that the recommendations in this manual, the list of available screening devices, the samples of early entrance policies and procedures from districts with existing programs, and the references will provide such technical assistance as districts may find helpful regarding early entrance identification. It is hoped also that the manual will enable districts without early entrance identification programs to decide to implement or not implement them based on sound educational reasons.

The literature regarding early entrance to educational programs indicates that some children definitely are ready for school experiences at earlier ages than the common entry age date might allow. The factors responsible for this readiness vary, but the children generally show evidence of traits such as: good eye-hand coordination, high mental ability, a growing need to be more independent, an ability to develop good peer relationships, and a good self-concept. In identifying these children schools can provide an atmosphere within which such children can be challenged, motivated, and allowed to grow mentally and physically.

It is important to note that the literature also indicates that in most cases delay of entry into an educational program is not damaging to an individual child; it will not threaten a child's potentiality for growth. The decision as to whether to admit a child to Kindergarten early must be weighed carefully by parents and school officials alike. For some children, waiting for a school experience can be counter-productive. On the other hand, starting too soon can be even more damaging, particularly in considering the effects of failure on a young child. In order to admit any child to school at an early age, the local school board must adopt a policy and procedures that allow early entry and provide ways for this to be accomplished. If this is done properly, schools can accommodate the child who has special need for the school experience at an early age.

In attempting to make a decision whether or not to institute an early entrance identification program, school districts often encounter difficult questions. The following are a few of the more commonly asked questions together with related information supplied by districts with existing early entry programs and developed by the technical committee and consultants:

A. When should early entrance identification occur?

The time districts administer Kindergarten early entrance screening varies from initial Kindergarten "roundups" in the Spring of the preceding school year up to and including the first few weeks of school. It is important to keep in mind, however, that screening should be done at a time when a child's chances for success are at their best and, also, when a district is best able to administer an assessment battery. In consideration of the rapid developmental changes that occur in children over the summer, it is advisable that late August is one of the best times to conduct assessments, but preferably before the start of school. A school district may want to consider establishing a cut-off date past which, or an age under which, no assessments will be done or early entrance applications considered.

B. If an early entrance identification program is developed, how does a district handle the possibility that everyone with young children will want assessment?

Data from school districts with existing early entrance identification programs suggest that this does not occur. Charging the parents for the assessment increases the likelihood that assessment requests will be for students who are serious possibilities for successful early entrance. Secondly, several districts have parents complete a questionnaire (see Appendix G) initially before any decision is made concerning assessing the child. Some research studies have shown that parental observations can be used effectively as an integral part of the screening process. Thirdly, when parents become familiar with the district's screening program and the substance of the Kindergarten curriculum, they are better able to assess realistically the prospect of their own child's success if admitted early.

C. Who should be involved in the administering of an early entrance identification program?

Districts should identify a contact person(s) to field questions regarding application for early entrance. The responsibility of who administers the screening program varies widely among school districts. Some of the individuals, or combinations of individuals, most frequently mentioned are school psychologists, school counselors, teachers, building principals, and district administrators. Other resources, such as outside consultants, parents, and college/university staffs also could be utilized. Many districts use a team approach to early entrance identification. By combining the responsibility of screening (e.g. with specialists such as a school psychologist, school nurse and teacher), the probability of achieving the

most competent, reliable results is enhanced significantly. Other combinations could be used as effectively, considering the needs and resources of individual districts. Districts must strive to maintain consistency within their screening procedures in order to prevent problems with or challenges to their early entrance process.

D. Where should an early entrance identification program be administered?

The selection of a location for a screening program is an individual district's choice, but generally it is felt that an environment should be provided that will maximize the probability of success for each child. For example, a group testing arrangement appears to be optimal for the assessment of emotional and social skills. Individual testing yields the best results when assessing mental ability. Motor skills could be assessed by either a group or individual testing situation.

E. How much does it cost?

Money is a very critical issue for school districts in Washington State and any cost expenditure must be justified by the product yield. The product, in this instance, is the identification of exceptionally able children who will succeed in the Kindergarten program, even though they do not meet the age qualifications. However, success is not a guarantee for every child who qualifies to be enrolled and it is difficult for districts to justify the expenses for those who experience problems after Kindergarten entry. Several districts with early entry programs address this dilemma by charging a fee of parents or guardians who desire an assessment of their child. This charge is legal but should be commensurate with the cost to the district for screening materials, staff time, and space needed. Another cost factor that school districts should consider is the availability of space. By advanced planning, districts can avoid being placed in the difficult situation of having to consider terminating the educational program for some children admitted under the early entrance identification criteria in order to make room for children who are old enough to require admission. Provisions should be made for the possibility that some children who qualify under the common entry age regulation will seek admission or transfer into the school later in the year.

F. How should the results of a child's early entrance assessment be conveyed to the parents?

The interpretation of the results of an early entrance assessment, and the final decision on whether or not to admit any particular child, must be done with care. Preschool children are very sensitive and the way in which an acceptance or rejection from a Kindergarten program is handled can have an impact on educational and motivational development for years afterward. Schools should be aware constantly of this labeling phenomenon and entrust the early entrance assessment, the interpretation of the results, and the final decisions on each child to trained professional staff members. When an assessment is completed, the results should be explained carefully and thoroughly

to the parents or guardians with areas of deficiency as well as areas of excellence properly covered. In areas where a child needs improvement, the parents should be offered suggestions for appropriate assistance. In areas where a child demonstrates superior ability, suggestions should be made on ways to nurture and increase these talents.

G. What alternatives do parents have in the event a disagreement exists with the early entrance decision by a district that elects to screen?

WAC 180-16-166 requires that all school districts implementing exception policies for Kindergarten early entrance must have an appeals procedure for parents or guardians. Most districts with existing programs have established the person(s) in the district to be contacted by parents or guardians desiring a decision review, the manner in which the contact is to be made, the conditions and procedures under which hearings or reviews will be granted, and the timeline within which the appeal request will be considered. If hearings or reviews are granted to requesting parents or guardians, the decisions of these hearings usually are considered final. The regulation does not require districts to include appeals to authorities outside the district.

H. What should be done if a child is accepted to a Kindergarten program and then begins to experience difficulties?

It is advisable that school districts consider providing for probationary contingencies when they establish the policies and procedures for Kindergarten early entrance. These contingencies should involve a follow-up assessment approximately 4 to 8 weeks into the school year to make sure the child is making the proper adjustment. In addition, continuous monitoring of a child's progress should be maintained. There also should be some predetermined date established for a final evaluation. Some districts require advance agreement from parents or guardians that the child can be retained at the end of the year if in the opinion of the district the child is not ready for first grade.

Consistency is a very important concern when a school district implements a policy and procedure for identifying the exceptionally able child for early Kindergarten entrance. It involves offering the same assessment program, by similar people, under comparable conditions, and in the same manner in order to insure the validity and reliability of the results. To do otherwise, presents the possibility that the school district will be subject to challenges to decisions to admit or not to admit individual children. This manual is an attempt to assist school districts considering a Kindergarten early entrance identification program to achieve and maintain that consistency as they strive to provide the best and most appropriate educational programs possible within their available resources.

III. AVOIDING DISCRIMINATORY PRACTICES

School districts considering a Kindergarten early entrance identification program should avoid possible discriminatory practices as policies and procedures are developed . Chapter 49.60 of the Revised Codes of Washington, the Washington State Law Against Discrimination, provides that no person shall on the grounds of race, sex, color, creed or national origin be subjected to practices of discrimination in public places such as theaters, taverns, stores, government offices, schools, hotels, and restaurants.

Many school districts with existing Kindergarten early entrance identification programs charge fees of the parents or guardians who desire their children screened or have them pay for the screening services of outside consultants. This practice could be viewed as being discriminatory in those cases of financial hardship, where the children are eligible for Kindergarten early entry but the parents or guardian are unable to afford the screening fees. School districts are encouraged to establish fee waivers on the basis of financial hardship as they develop their early entrance programs. The following are some sample waiver statements from school districts with existing Kindergarten early entrance policies and procedures:

A. The principal will acknowledge the application and, in cooperation with the parents, arrange for the child to be tested. A fee set yearly for the testing service must be paid in advance by the parent. Fees will be waived if the parents prove they are unable to pay. (Lower Snoqualmie School District No. 407)

B. If the principal has any reason to believe that the fee of $20 causes a parent/guardian to withdraw a potential application for early admission, he/she is authorized to waive the fee. (Pullman School District No. 267)

Another concern to school districts is the selection of screening devices to be used in a Kindergarten early entrance program. Challenges to the validity and reliability of results obtained from assessment batteries occur occasionally. Districts should attempt to select screening instruments that reflect the socio-economic and cultural aspects of the community they serve to avoid the possibility of this criticism. If there are any concerns in this area, the Director of Equity Education at the Office of the Superintendent of Public Instruction is available for assistance.

The interpretation of the results of an early entrance screening procedure is another area where discrimination challenges possibly could occur. School districts can address this issue by having the final evaluation of the early entrance identification results conducted by trained staff members who are regarded as attuned to cultural/socio-economic factors. A good evaluation will point out a child's strengths/weaknesses as reflected in the early entrance screening procedure and will suggest alternate programs for improvement, keeping in mind the cultural and economic restrictions of the families and community. Evaluations done in this manner should be viewed by parents or guardians as being comprehensive and fair.

IV. SAMPLE POLICIES FOR KINDERGARTEN EARLY ENTRANCE IDENTIFICATION

The Kindergarten early entrance identification policies that currently exist in Washington's school districts vary in complexity. Most existing policies address the common entry age requirement provided in WAC 180-16-166 and a majority authorize exceptions for Kindergarten early entrance. The procedural aspects of implementing an early entrance program generally are included in separate statements.

The following sample policies provide good models for school districts desiring to establish a Kindergarten early entrance program or wishing to revise their existing programs. If further information is desired, please feel free to contact the Program Accountability Section of the Instructional and Professional Services Division (phone: (206) 753-6710).

A. POLICY (Battle Ground School District No. 119)

To be admitted to a kindergarten program which commences in the fall of the year a child must be not less than five years of age prior to September 1 (midnight August 31) of that school year.

To be admitted to a first grade program which commences in the fall of the year a child must be not less that six years of age prior to September 1 of that school year, or have completed a successful year of kindergarten in a public school or in an institution approved by the Office of the Superintendent of Public Instruction.

Exemptions:

1. Special exemptions for early entry into kindergarten may be made for younger pupils whose fifth birthdates fall between September 1 and October 31 who appear to be sufficiently advanced to succeed in the educational program. Eligibility for the exemption shall be based upon an analysis of the pupil's:

   a. Mental ability,
   b. Gross motor skills,
   c. Fine motor skills,
   d. Visual discrimination,
   e. Auditory discrimination,
   f. Emotional/social development.

2. The Superintendent shall identify screening processes and instruments that will provide reliable estimates of these skills and abilities. Where feasible, assessment devices shall be used that will permit pupils who are to be considered for exemption to be compared to the level of performance that would be expected of children with a chronological age of five years and zero months for kindergarten in each of the areas of ability. Parents may be required to pay a processing fee for the special testing involved.

3. In the event an exemption is denied or a conditional exemption is withdrawn, the parents shall have the right to appeal to the Board of Directors.

B. POLICY (Central Ritsap School District No. 401)

All admission to each district school is conducted by the building principal. The normal entrance age for kindergarten is five (5) years of age by midnight August 31; and for 1st grade, six (6) by midnight August 31, as per WAC 180-16-166. The following exception to this policy will be in effect for the 1980-81 school year: kindergarten must be five years by September 30, 1980, and 1st grade must be six (6) by midnight September 30, 1980. The following policies must be used at the discretion of the principal.

1. A student who is recommended by the student psychologist to be exceptionally well advanced socially, physically and mentally with an I.Q. of 120 or more, may be admitted not to exceed three months earlier (for kindergarten five (5) years by midnight December 1 and for first grade, six (6) years by midnight December 1).

2. Children who are observed as evidencing learning disabilities or developmental problems may be referred to the school psychologist or other proper agencies for an examination in order to obtain proper assignment.

C. POLICY (Chehalis School District No. 302)

(Showing delayed implementation)

To be admitted to a kindergarten program which commences in the fall of the 1980-81 school year, a child must be not less than five years of age prior to October 1 of that school year, and not less than five years of age prior to September 1 of all succeeding school years. To be admitted to a first grade program which commences in the fall of the 1980-81 school year, a child must be not less than six years of age prior to October 1 of that school year, and not less than six years of age prior to September 1 of all succeeding school years.

Exemptions:

Special exemptions may be made for younger pupils who appear to be significantly advanced to succeed in the educational program; eligibility for the exemption shall be based on an analysis of the pupil's:

a. Mental ability
b. Gross motor skills
c. Fine motor skills
d. Visual discrimination
e. Auditory discrimination
f. Emotional/social development

2. The Superintendent or his designee shall identify screening processes and instruments that will provide reliable estimates of these skills and abilities. Where feasible, assessment devices shall be used that will permit pupils who are to be considered for exemption to be compared to the level of performance that would be expected of children with a chronological age of five years and six months for kindergarten and six years and six months for first grade in each of the areas of ability.

3. Parents requesting an exemption shall provide to the District the results of an assessment using the instruments and processes approved by the Superintendent and conducted by a licensed or certified psychologist. The assessment shall be done at the parents' cost and not by District personnel on District time. The District reserves the right to reassess the child at its own cost before granting an exemption.

4. If a child exceeds the norm in each ability area, the exemption shall be granted. The Superintendent or his designee may grant conditional exemptions to children who perform at or near the norm in most or all of the areas of ability. The parents shall be notified of the conditional status of the exemption and that it may be withdrawn if, after two months, the pupil performs substantially below the expected level in any of the ability areas.

5. In the event an exemption is denied or a conditional exemption is withdrawn, the parents shall be promptly notified of the reasons and of the opportunity to have the decisions reviewed in the manner provided by the District's policy on citizen complaints.

D. POLICY (Colton School District No. 306)

A child will be admitted to kindergarten who is five years of age prior to September 1. A child will be admitted to first grade who is six years of age prior to September 1. Students who do not meet these age requirements but who have attended school in another district shall be admitted.

Students who are not five years of age prior to September 1, but whose birthdate is between September 1 and October 15 may be considered for placement in a kindergarten program based on evaluation of the student by appropriate school personnel.

Parents of children who meet the September 1 age requirements, but who desire additional information on which to base their decision to enroll or withhold their child, may request testing and test interpretation by appropriate school personnel.

The Superintendent is directed to develop appropriate administrative procedures to implement this revised policy.

E. POLICY (Mercer Island School District No. 400)

Entry to kindergarten on the basis of age requires that a child be 5 years of age on or before midnight August 31 of the year of entry. Entry into first grade on the basis of age requires that a child be 6 years of age on or before midnight September 30 of the year of entry.

The Director of Student and Special Services shall establish a screening process to allow for exceptions to the uniform entry age for younger children demonstrating development sufficiently advanced as to indicate success in such an educational program. This process shall include screening in the following areas:

(a) Mental health
(b) Gross motor skills
(c) Fine motor skills
(d) Visual discrimination
(e) Auditory discrimination
(f) Emotional/social development;

and shall include an internal district appeal process for parents or guardians.

F. POLICY (Pateros School District No. 122)

Children whose fifth birthday falls between August 31 and on or before November 1st may be allowed to enter Kindergarten on a trial basis if they have demonstrated exceptional maturity.

The following guidelines will be used in allowing any deviation from the August 31 entrance deadline.

1. A parent conference with the building principal must first be held before any consideration for early entry is given.

2. Testing by school district personnel should indicate the following:

   a. Child scores at or above the mean on the appropriate test within the prescribed time limit.

   b. Child can recognize numbers to ten and can recite numbers to twenty.

   c. Child recognizes all capital letters of the alphabet.

3. After meeting the above requirements, the child will be placed in Kindergarten on a trial basis. After twenty days, the building principal shall decide whether the child should continue or wait one more year before entering Kindergarten.

4. Should Kindergarten classes be too large, the children whose birthday falls before August 31 will have priority.

G. POLICY (South Whidbey School District No. 206)

Children who are five years of age on or before August 31 will be eligible for admission to Kindergarten. The child's age must be verified at the time of registration. Parents of children whose birthdate falls within 30 days of the above date may request exception from this regulation and request early admission by making application to the Superintendent and having their child take a recognized readiness test administered by a qualified educator or psychologist. The child may then be admitted on a six week provisional basis, based on the results of the test scores and administrative approval.

V. SAMPLE SCREENING DEVICES MATRIX FOR KINDERGARTEN EARLY ENTRANCE IDENTIFICATION

WAC 180-16-166 provides that a child must be assessed in the areas of mental ability, gross/fine motor skills, visual/auditory discrimination, and emotional/social development, but does not place limitations on a school district if assessment is desired in other important areas. Consequently, many various assessment devices are currently used by Washington school districts with Kindergarten early entrance identification programs. The assessment matrix on the following pages identifies several sample screening devices that might be useful to school districts developing an early entrance program. It is designed to give pertinent information for the selection of the most appropriate and effective screening device(s). It does not attempt to reflect the total number of assessment tools that are available nor does it address all of the questions a district might have regarding particular devices. For further information, districts are encouraged to consult the Mental Measurements Yearbook, edited by Buros.

PART I. (See Part II for further information on these assessment devices)

ASSESSMENT DEVICES	ADMINISTRATIVE INFORMATION						
	Parent	Teacher Administered	Diagnostician Administered	Group Administered	Individually Administered	Age/Grade	Time Required
1. ABC Inventory			X		X	3 yrs.6 mos.-6 yrs.7 mos.	8-9 minutes
2. Adaptive Behavior Scale	X	X		X	X	Children and Adults	15-20 minutes
3. Adaptive Behavior Scale, Public School Version	X	X	X		X	Children and Adults	15-20 minutes
4. Basic School Skills Inventory		X			X	4-7 years	Not applicable
5. Boehm Test of Basic Concepts		X	X	X	X	Pre-school-Grade 3	15-20 minutes
6. Camelot Behavioral Checklist		X			X	All ages	15-30 minutes
7. Carolina Developmental Profile			X		X	2-5 years	Not available
8. Cassel Developmental Record (CDR)		X	X		X	Birth-Death	Not available
9. CCD Developmental Progress Scale	X	X			X	Birth-8 years	10-20 minutes
10. Circus		X		X		4-5 years	Not available
11. Comprehensive Identification Process (CIP)	X	X	X		X	2½-5½ years	35-45 minutes
12. Cooperative Preschool Inventory	X	X			X	3-6 years	15 minutes

ASSESSMENT DEVICES	ADMINISTRATIVE INFORMATION						
	Parent	Teacher Administered	Diagnostician Administered	Group Administered	Individually Administered	Age/Grade	Time Required
13. Denver Developmental Screening Test		X			X	6 weeks-6.4 years	15-20 minutes
14. Detroit Tests of Learning Aptitude		X	X		X	3 years-Adult	60-90 minutes
15. Developmental Profile	X	X	X		X	6 mos.-12 years	30-40 minutes
16. Developmental Test of Visual-Motor Integration		X		X	X	2 years-15 years	10 minutes
17. Gessel Developmental Kit			X		X	5-10 years	30 minutes
18. Learning Accomplishment Profile	X	X			X	0-6 years	Not timed
19. Metropolitan Readiness Test		X		X		Kindergarten-Grade 1	60 minutes in 5 sessions
20. Minnesota Preschool Scale (MPS)		X			X	1½-6 years	30 minutes
21. Portage Project	X	X			X	Birth-5 years	Not timed
22. Preliminary Profile		X			X	Pre-nursery-Kindergarten	15 minutes
23. Pre-School Screening Survey		X			X	3-6 years	30 minutes

ASSESSMENT DEVICES	ADMINISTRATIVE INFORMATION						
	Parent	Teacher Administered	Diagnostician Administered	Group Administered	Individually Administered	Age/Grade	Time Required
24. Rapid Developmental Screening Checklist	X	X			X	1 month-5 years	10-15 minutes
25. School Readiness Checklist - Ready or Not?	X				X	Preschool	No time limit
26. Screening Test for Academic Readiness	X	X		X		4 years-6 yrs.5 mos.	60 minutes
27. Stanford Early School Achievement Test: Level I		X	X	X		Pre-Kindergarten to End of Kindergarten	90 minutes
28. Vineland Social Maturity Scale	X	X	X		X	Birth-Maturity	20-30 minutes
29. Yellow Brick Road		X		X	X	5-6 years	20 minutes

PART II.

ASSESSMENT DEVICES	RESPONSE MODE		REFERENCE		CONTENT							EMPHASIS		
	Verbal Response	Non-verbal Response	Criterion	Normative	Auditory Reception	Social Development	Language Development	Self-concept	Visual Reception	Motor Development	School Readiness	Screening	Diagnostic	Achievement
1. ABC Inventory	X	X		X						X	X	X		
2. Adaptive Behavior Scale	X	X		X		X	X	X					X	
3. Adaptive Behavior Scale, Public School Version	X	X		X		X	X	X					X	
4. Basic School Skills Inventory	X		X	X		X	X				X	X		
5. Boehm Test of Basic Concepts	X			X							X		X	X
6. Camelot Behavioral Checklist		X	X	X		X						X		
7. Carolina Developmental Profile	X	X	X			X				X	X	X		X
8. Cassel Developmental Record (CDR)		X	X			X					X			X
9. CCD Developmental Progress Scale	X			X		X				X	X	X		
10. Circus		X		X	X		X		X	X	X	X	X	
11. Comprehensive Identification Process (CIP)	X			X	X	X	X		X	X	X	X		
12. Cooperative Preschool Inventory	X	X		X	X		X		X	X	X	X	X	

ASSESSMENT DEVICES	RESPONSE MODE		REFERENCE		CONTENT							EMPHASIS		
	Verbal Response	Non-verbal Response	Criterion	Normative	Auditory Reception	Social Development	Language Development	Self-concept	Visual Reception	Motor Development	School Readiness	Screening	Diagnostic	Achievement
13. Denver Developmental Screening Test		X		X		X	X			X		X		
14. Detroit Tests of Learning Aptitude	X	X		X	X	X	X		X		X	X		
15. Developmental Profile		X		X		X	X			X	X	X		
16. Developmental Test of Visual-Motor Integration		X		X					X	X	X	X	X	
17. Gessel Developmental Kit	X			X	X	X	X		X	X	X	X		
18. Learning Accomplishment Profile	X	X		X		X	X			X	X	X		
19. Metropolitan Readiness Test		X									X	X		
20. Minnesota Preschool Scale (MPS)	X			X	(Intelligence Measure Only)								X	
21. Portage Project	X		X			X	X			X			X	
22. Preliminary Profile		X		X		X	X				X	X		
23. Pre-School Screening Survey	X			X			X		X	X	X	X		

ASSESSMENT DEVICES	RESPONSE MODE		REFERENCE		CONTENT							EMPHASIS		
	Verbal Response	Non-verbal Response	Criterion	Normative	Auditory Reception	Social Development	Language Development	Self-concept	Visual Reception	Motor Development	School Readiness	Screening	Diagnostic	Achievement
24. Rapid Developmental Screening Checklist		X		X		X	X			X	X	X		
25. School Readiness Checklist - Ready or Not?		X		X		X	X		X	X	X		X	
26. Screening Test for Academic Readiness		X		X			X			X	X	X		
27. Stanford Early School Achievement Test: Level I	X	X		X	X		X							X
28. Vineland Social Maturity Scale	X			X		X	X			X		X		X
29. Yellow Brick Road	X	X		X	X		X		X	X		X		

VI. SAMPLE PROCEDURES FOR KINDERGARTEN EARLY ENTRANCE IDENTIFICATION

Several Washington school districts with existing Kindergarten early entrance identification programs have developed comprehensive and specific procedures for the implementation of early child assessment. The following sample procedures address many important areas in this assessment process that should be considered by school districts interested in establishing or revising an early entry program. If further information is desired, please feel free to contact the Program Accountability Section of the Instructional and Professional Services Division (phone: (206) 753-6710).

A. PROCEDURE (Bellevue School District No. 405)

Board of Directors policy 4010 requires that a child be five years old by a specified date in order to be admitted to kindergarten unless the child shows exceptional promise of success in kindergarten as indicated by an assessment of the child's school readiness. These procedures are intended to implement that exception to the entrance age policy.

1.0 Parents will submit an application form (PS002) to the principal of the school serving the attendance area in which the child resides. Applications will be accepted beginning on the date of spring kindergarten registration for the following school year. Applications must be received not later than Friday of the week preceding the last week of school if the child is to be assured consideration for admission on the first day of the following school year. Admission of children for whom applications are received after the date may be delayed until the third week of the school year while screening and assessment are being completed during the first two weeks of the school year. The application will include:

1.1 A developmental questionnaire completed by the parents concerning their child.

1.2 An assessment by the child's physician of the child's development as it relates to school readiness, if available.

1.3 An assessment of the child's development by a preschool teacher if the child has been enrolled in a preschool. Parents are to be requested to complete this form, to the extent possible, if a report from a preschool teacher is not available.

1.4 Any other information from persons or agencies which is relevant to the child's readiness for schools.

1.5 Signed parent permission for the Bellevue School District to test the child for school readiness.

1.6 A check for the application fee, payable to the "Bellevue Public Schools" to defray direct costs of the testing. The principal may waive this fee if evidence is presented to indicate that the child would qualify for the free or reduced-price lunch program.

B. PROCEDURE (Clarkston School District No. J250-185)

1. Children eligible for early admission to kindergarten are those who have their fifth birthday from September 1 through September 30 of the fall in which they wish to enroll in school. Children eligible for early admission to grade one are those who have their sixth birthday from September 1 through September 30 of the fall in which they wish to enroll in school. To have a child evaluated for early admission to school, the parents must submit a written request plus an advance remittance of a $25.00 fee to the School District prior to the first day of school. Prior to the testing of the child, parent (or parents) will be oriented regarding the nature of the screening, the criteria a child must pass to be accepted for early admission, and the results of early admission studies in the Clarkston School District. Parents wishing to withdraw their request for testing will be refunded the testing fee.

2. Screening instruments will measure the following areas:

   a.) Intellectual functioning
   e.g., Stanford-Binet, WPPSI, WISC-R
   b.) Development of readiness skills
   e.g., Metropolitan Readiness Test
   c.) Social maturation
   e.g., Pre-school Attainment Record
   d.) Visual-motor-perceptual development
   e.g., Bender-Gestalt, Development Test of Visual Motor Integration
   e.) Early academic skills
   e.g., PIAT and WRAT (Peabody Individual Achievement Test and Wide Range Achievement Test).
   f.) Auditory development/functioning

3. Criteria for acceptance for early admission:

   In order to qualify for Early Admission the child's scores must average at or above the 85th percentile in the five areas tested with no area below the 60th percentile.

4. After the evaluation, parents will be conferenced individually. They will be told the results of the evaluation and reasons for acceptance or rejection of their child for early admission.

C. PROCEDURE (Elma School District No. 68)

School districts are allowed to establish exceptions to the uniform entry age qualifications pursuant to district regulations establishing a screening process. The screening process established by WAC 180-16-166 shall include but not be limited to screening in the following areas:

a) Mental ability
b) Gross motor skills,
c) Fine motor skills,
d) Visual discrimination,
e) Auditory discrimination, and
f) Emotional/social development.

ELMA SCHOOL DISTRICT, to be in compliance with the above guidelines, will administer the following tests and/or observations:

a) An intellectual ability test will be administered; recommended tests are: Slosson Intelligence Test for Children/Adults, Wechsler Preschool and Primary Scale of Intelligence, and the Stanford-Binet (form L-M). The child's intelligence as measured by such a test will be in the upper limits of the high average classification or better (e.g. 118 IQ or above). This above average score is required to help compensate for the handicap of the age differential with the other children, all older.

b) Observation by the Examiner of the child's gross motor skills: the Examiner should test the child's balance, hopping, skipping, jumping, and running abilities. If there is any question regarding the child's gross motor skills, inquiry of the child's physician should be made. Tests can be conducted from the Kephart Tests or similar tests, also, if so deemed advisable.

c) Fine motor skills: The child will be administered one or more of the following or similar tests: Bender Visual Gestalt Test; the Developmental Test of Visual-Motor Integration; *Kephart Test; Harris Draw-a-Man Test. The child should be able to properly hold and manipulate a pencil and crayons; dominance and directionality should be observed and considered. *The Purdue Perceptual-Motor Survey.

d) Visual discrimination: The child will be administered visual discrimination tests chosen from the Illinois Test of Psycholinguistic Abilities, the Metropolitan Readiness test or other similar prepared tests or Examiner materials.

e) The child's auditory discrimination ability will be checked by use of the Goldman Fristoe Test of Articulation or other prepared or Examiner materials.

f) Emotional/social development: The child will be measured by prepared instruments such as the Vineland Social Maturity Scale, the Walker Problem Behavior Identification Checklist, the Denver Developmental Scale or other similar prepared or Examiner materials.

To be eligible for assignment or early kindergarten enrollment, the child must pass all of the foregoing areas (b through f) at the five year old or above level; the intellectual ability (area a) must be met at the specified level as stated.

In addition to the foregoing requirements the child:

a) must be five years as of midnight on October 15 to apply for the evaluation procedure and consideration for early kindergarten enrollment.

b) must meet the Principal's and/or Examiner's judgement that the child will not be placed under undue stress or in a possible failure situation, based upon testing and observation of the child in the evaluation session(s).

c) must be adequately physically mature, as judged by the Principal and/or the Examiner, to compete adequately with children from 1 1/2 to 13 1/2 months older; the same applies to the child's ability to cope with the age delay in the areas of emotional and social readiness.

The Examiner will present all the testing data as well as observation data to the Principal with recommendations for the disposition of the decision. The Principal will make the final decision on early kindergarten entrance based on the available information.

The child's progress will be examined at the end of six weeks; discontinuation or continuation in the kindergarten program will depend upon the progress the child has made up to that time. Data will be presented to the Principal by the child's teacher and the Examiner; the principal will make the final decision on dismissal or continued enrollment of the child.

In the event an exemption is denied or a conditional exemption is withdrawn, the parents shall be promptly notified of the reasons and of the opportunity to have the decisions reviewed in the manner provided by the district's policy on citizen complaints.

D. PROCEDURE (Grandview School District No. 116-200)

The testing of children thought to be advanced must be provided at parents' expense. To establish the readiness of advanced children, testing shall include performance in the areas of general mental ability, receptive and expressive language skills, gross and fine

motor skills, visual and auditory perception skills and emotional/social skills. Performance in these areas shall be at or above a level of 1.5 standard deviations above the mean. Furthermore, the test interpretations must indicate that the tests used by the examiner relate to a prognosis of school achievement.

It is the parents' responsibility to provide the school with the examiner's report showing a child's advanced readiness for school.

Within seven days of the receipt of the examiner's report, the Superintendent or his designee will provide the parents with written approval or denial of the request for early enrollment.

If the request is denied, the written notice will include the reason(s) for this decision.

The parents of the child may, within seven days of receipt of the notice, request in writing that the decision be reviewed by the Board of Directors. Included in this request shall be the reason(s) the parents feel this decision is inappropriate. This item will then be reviewed by the Board of Directors at their next regular or special meeting.

The decision of the Board shall be final.

Transfer students who do not meet minimum entrance age requirements but were enrolled in a public school outside the State of Washington will be accepted for enrollment in this district upon receipt of evidence that the child has been enrolled in the public school.

E. **PROCEDURE** (Highline School District No. 401)

1. **Age at Entrance**

a. Kindergarten and first grade youngsters are to be enrolled beginning April of each year. To be enrolled in Kindergarten, the child must be five years of age as of August 31 of the year of entry. To be enrolled in first grade, the child must be six years of age as of August 31 of the year of entry. Parents or legal guardians shall submit documentation evidencing the age of the enrolling child. Such documentation should be submitted when the child is enrolled. If documentation is not submitted at this time, then it must be submitted as soon as possible thereafter. If by the first day of school such documentation has not been submitted, then a reasonable extension of time in which to submit the documentation may be granted by the principal, provided the Student Placement Office is notified of the action and the extension does not exceed two weeks. A birth certificate is desired as official documentation; however, a suitable substitute (i.e., hospital or baptismal certificate of other valid governmental or medical document) may be accepted in the alternative.

b. It is the philosophy of the Highline District that exceptions to the beginning date not be encouraged; however, a child whose fifth birthdate falls between September 1 and November 1 may be eligible for kindergarten enrollment provided such a child is sufficiently advanced to succeed in the program. The District will evaluate and determine how advanced a given child is. Such determination shall be based on the mental ability, gross and fine motor skills, visual and auditory discrimination, and the emotional/social development of the child.

1) The child's parents and/or guardian must apply to the Special Education Office, prior to August 1 of the year the child is seeking early entrance to arrange for evaluation during August.

2) At the time of the evaluation, the child's parents or guardian will be interviewed to apprise them firsthand of the objectives of the early-entrance program and to gather data relating to the child's physical, social, emotional and cultural maturity. If the child does not seem to qualify at this point, the parents will be notified and no fee will be charged unless further evaluation as outlined is requested.

3) If the parents or guardian elect to proceed with the evaluation, an individual intelligence test will be given by the school psychologist to determine emotional

and social development commensurate with intellectual and physical readiness.

4) The cost of the above is to be borne by the parents and is twenty-five dollars ($25.00), payable after the parent interview and prior to testing if the above evaluation is done by school personnel. Parents may elect to have the evaluation done privately according to the same standards as previously outlined. The Special Education Office or private psychologists will provide the above information to the Kindergarten Early Entrance Committee who will evaluate the information gathered and determine if the child is eligible to enter kindergarten. The decision of this committee will be reviewable as a matter of right to the Superintendent or designee.

c. First graders entering the Highline schools from any other district in which they legally resided and whose sixth birthday falls after August 31 and not later than November 1, may be admitted on a provisional basis subject to the review of the record of adjustment made in the local school, if they have already completed a full year of successful kindergarten or have been eligible and have already started first grade in the previous district. If a first grader's sixth birthday falls after November 1, arrangements must be made with the District's Student Placement Office before permanent enrollment will be approved.

d. A kindergarten pupil whose fifth birthday occurs not later than November 1 and legally resided in a district where there are kindergartens as a part of the school system, and who started such a program without violating any residence or entrance age rules of the district, shall be eligible to enroll in kindergarten in the Highline District.

F. PROCEDURE (Seattle School District No. 1)

(See Appendix D-I of this booklet for forms, letters, information considered, etc.; all of which should be considered along with the outline on this page to get an accurate picture of the Seattle early entry age system.)

1. Parents request and receive application information and forms from principals or Department of Student Services. Parents complete application form.

2. Parent application, with $30 fee, is sent (by parent or principal) to Student Services, Room 226, A & S Center, who will set up screening and schedule and inform parents. Applications should be received no later than June 1.

3. Waivers of fee will be accepted on the basis of principals' recommendations if the family is known to them. Families where there are ADC children or children on free lunches would be eligible for waiver.

4. Parents will receive appointment for screening shortly after application is received by Student Services Department.

5. The parents take child to the screening site, where applicants will be processed at the appointed time and according to consistent screening instruments and procedures.

   Screening committee will consist of Student Services staff. Time for each child will be a maximum of one and one-half hours.

   Areas of screening will include social maturity, self-concept, language development, physical development, and general academic aptitude.

6. The committee members will do parent-child interviews, screening, assessment, and make a determination if the child is to be recommended for a four-week trial period.

   If the child is recommended for a trial period, the committee will send a report to the Department of Student Placement, who will, in turn, determine the school which the child will attend. The principal has the option to accept or reject a candidate for trial.

   If the child is not recommended, the screening committee will notify and counsel with parents as to reasons for nonacceptance and alternative options available. (A copy of this report will also be sent to the Department of Student Placement.)

7. Kindergarten teacher and principal will observe child throughout four-week trial period and make final determination for continuation. It is strongly recommended that the principal and/or teacher make a weekly report to the parent on the child's adjustment and progress. If the child is discontinued, the principal and teacher will inform the parent.

G. PROCEDURE (Shoreline School District No. 412)

SHORELINE EARLY ENTRANCE TO KINDERGARTEN (SEEK) PROJECT

1. The 1981-82 Shoreline Early Entrance to Kindergarten project (called SEEK) is directed to identifying and placing those children in the kindergarten who

   a. were born after August 31, 1976, but before midnight, October 31, 1976; and
   b. are deemed by parents or guardians as capable of succeeding in a kindergarten class; and
   c. are selected, on the basis of testing by district personnel, at limits predictive of probable success in kindergarten; and
   d. give evidence of social maturity predictive of probable success in kindergarten.

2. For the 1981-82 school year, fee for testing will be fifty ($50) dollars per child. This fee must be paid prior to the testing or other arrangements made which are satisfactory to the school district.

   The SEEK Review Committee[1] will consider test results obtained from similar or equivalent tests in identified areas listed on the application form, provided the testing is done by a licensed psychologist, psychologists in agencies whose primary function is education and/or learning assessment, or reports from school psychologists in other school districts in the State of Washington having similar early kindergarten entrance programs. In all cases, the decision to accept these reports will be the sole responsibility of the SEEK Review Committee.

3. Applications for the 1981-82 SEEK program will be available

   a. in district elementary schools, beginning with the date of the 1981-82 kindergarten registration (Monday, May 4, 1981);
   b. by calling the Pupil Services Department at the school district office (361-4237); or
   c. by writing to the Director of Pupil Services, Shoreline School District, N.E. 158th & 20th Avenue, N.E., Seattle, WA 98155.

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[1] SEEK Review Committee: Director of Pupil Services (chair); an elementary school principal; Director of Assessment & Research; Director of Elementary Education; a kindergarten teacher; and an assessment manager from Pupil Services.

4. Closing date for acceptance of applications for the 1981-82 SEEK program will be Friday, July 31, 1981. Applications received or postmarked after that date will be put on a waiting list, in order of receipt. Parents or guardians of the children on the waiting list will be advised of this action and should expect to be informed of the possibility of later testing dates on or about August 15, 1981. No SEEK application will be accepted after September 25, 1981. No SEEK placements will be made after September 30, 1981.

5. These guidelines will be followed:

   a. Parents or guardians will be contacted to arrange testing appointments in order of receipt of application.
   b. Testing will be conducted during the two-week period of July 27 - August 7, 1981.
   c. Testing will be done at a designated school location to be announced when appointments are made. Parents or guardians are responsible for transportation and are asked to remain throughout the testing session in order to provide additional information and/or obtain preliminary report.
   d. It is expected that testing, observations and interviews will take from one-and-a-half (1 1/2) to two (2) hours.
   e. Arrangements for payment of fees will be completed before testing.
   f. The testing battery will consist of selected tests of ability, perception, coordination, etc. Some tests of ability will be included to assess how the child deals with cognitive materials, does problem solving, demonstrates abstract reasoning abilities, etc.
   g. Small groups of children will be scheduled at the same time in order for a district kindergarten teacher to "teach" a lesson and to evaluate the children's social readiness skills, maturity, self-help skills, etc. which are deemed important in the learning situation.
   h. During the final interview, parents or guardians will receive an oral report of the preliminary test results. A written report, consisting of a profile and a summary of the child's current levels of functioning will be prepared and mailed to the parents or guardians within two (2) weeks of the testing.

6. The SEEK Review Committee will evaluate all applications and the reports of testing. Recommendations for acceptance will be made by the Committee and forwarded to the Superintendent of Schools.

7. Letters to parents or guardians of all applicants regarding action taken on the applications will be sent by the Superintendent. Parents or guardians will be notified of acceptance/non-acceptance of the applications about two (2) weeks prior to the opening of school.

8. Children accepted for early kindergarten enrollment by these procedures will be assigned to schools according to district attendance boundaries and other related school policies/procedures. Copies of the reports prepared for those children who are to be enrolled will be sent to the assigned kindergarten teacher and the pupil services worker assigned to that school. It is expected that the teacher and the parent or guardian will have opportunity for an early conference.

9. When parents or guardians have been notified of the enrollment, they should follow the normal district procedures for enrollment by presenting these items to the school principal:

   a. Written acceptance of the child's enrollment (Superintendent's letter);
   b. the child's birth certificate or other proof of birthdate;
   c. Shoreline School District's Original Enrollment Application [2]; and
   d. Evidence of compliance with the State Board of Health's immunization regulation.[2]

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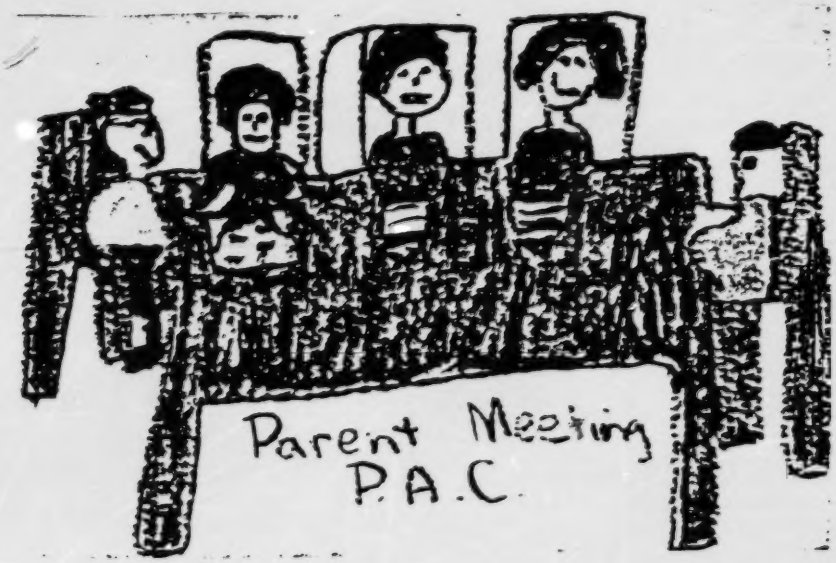
[2] These forms are available at all elementary schools or at the Pupil Services Department in the district offices. For children to be placed through the SEEK procedures, it is urged that these forms be completed and taken to the school before the first of September, preferably as soon as advice of acceptance is received.



APPENDIX

(The following sample items are included to give districts a better understanding of possible ways to establish a Kindergarten early entrance identification program.)

8. Children accepted for early kindergarten enrollment by these procedures will be assigned to schools according to district attendance boundaries and other related school policies/procedures. Copies of the reports prepared for those children who are to be enrolled will be sent to the assigned kindergarten teacher and the pupil services worker assigned to that school. It is expected that the teacher and the parent or guardian will have opportunity for an early conference.

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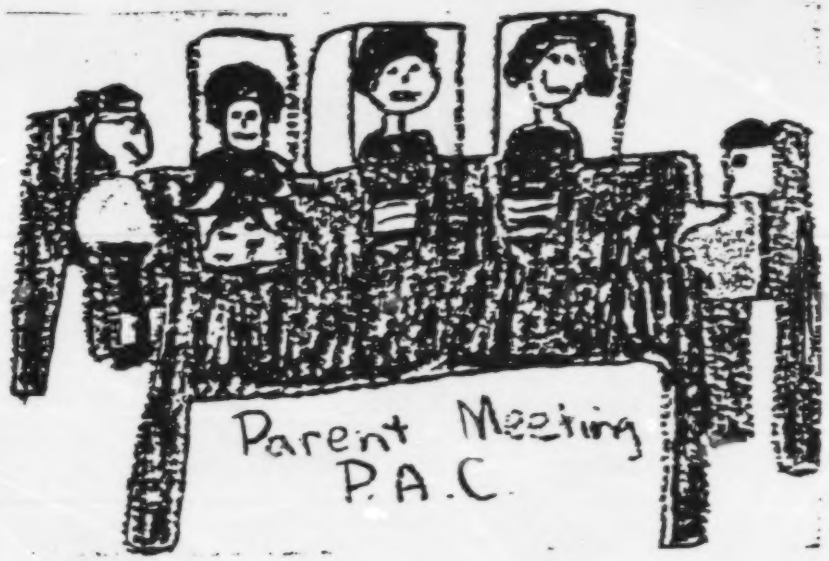

B. Regulatory Provisions

WAC 180-16-166 ENTRY AGE The purpose of WAC 180-16-166 is to implement RCW 28A.58.190 which authorizes the State Board of Education to establish uniform entry qualification.

(1) Uniform rule. Effective midnight August 31, 1979, a child must be five years of age as of midnight August 31 of the year of entry to be permitted to enter kindergarten. Effective midnight August 31, 1980, a child must be six years of age as of midnight August 31 of the year of entry to be permitted to enter the first grade.

(2) Delayed implementation. School districts using an entry age date for kindergarten later than the foregoing as of July 1, 1979, shall be permitted to use an entry age date for kindergarten of no later than October 31 for 1979-80 school year and of no later than September 30 for the 1980-81 school year.

School districts using an entry age date for first grade later than the foregoing as of July 1, 1979, shall be permitted to use an entry age date for the first grade of no later than october 31 for the 1980-81 school year and of no later than September 30 for the 1981-82 school year.

Nothwithstanding the foregoing, a school district which qualifies for such delayed implementation shall not establish an entry age date later than that in use of July 1, 1979.

(3) Exceptions. School districts may establish exceptions to the uniform entry age qualifications authorizing younger children to enter kindergarten and first grade pursuant to district regulations establishing a screening process and/or instrument(s) which shall measure the ability, or the need, or both of the individual student in order to demonstrate that the student is sufficiently advanced to succeed in such a program. Such process and/or instrument shall include but not be limited to screening in the following areas:

(a) Mental ability;
(b) Gross motor skills;
(c) Fine motor skills:
(d) Visual discrimination;
(e) Auditory discrimination; and
(f) Emotional/social development.

Such regulation shall provide for an internal district appeal process for parents or guardians to seek review of the decision of the building administrator.

C. Sample Orientation Agenda SAMPLE

This is a sample of an orientation meeting agenda for parents or guardians interested in a district's entrance identification program.

Agenda

Parent Orientation Session

I. Purpose of evaluation and Early Entrance.

a. general outline of sequence of events.
b. rationale for rather extensive assessment and evaluation.

II. Advantages and Disadvantages of Early Entrance.

a. short term and long term goals.
b. child as focus of concern.
c. necessity of looking at the whole child.

III. Services parent will receive for their money.

a. what assessments will be made.
b. methods used to evaluate.
c. conference with parent in relationship to assessment and evaluation.
d. what child and parent can learn from experience.
e. follow up for the following year

IV. Parental Responsibilities.

a. attendance at orientation meeting.
b. completion of parental assessment.
c. payment and fees and registration.
d. transportation.
e. attendance at individual conference at completion of evaluation.

V. Questions.

D. Sample Application Form SAMPLE

This is a sample application form that could be used by school districts to get important initial information about a child.

SEATTLE PUBLIC SCHOOLS

OFFICE OF STUDENT SERVICES
Room 226
Administrative and Service Center
815 Fourth Avenue North
Seattle, Washington 98109

PUPIL APPLICATION FOR SPECIAL ENTRANCE TO A REGULAR KINDERGARTEN PROGRAM

Name of Child _____ Birthdate _____
Address _____ Telephone _____
Parent or Guardian _____
Date of Application _____

Please respond to these inquiries as you observe your child in these behaviors which may indicate readiness for a regular kindergarten program:

1. Does your child know his/her name? _____ Address? _____ Phone Number? _____
2. What time does your child go to bed? ___ Arise? ___ Take a nap? _____
3. Does your child dress her/himself? _____
4. With whom does your child prefer to play? _____
5. Can she/he amuse her/himself? _____ For how long? _____
6. What television programs, if any, does your child enjoy? _____

_____

7. Has your child memorized nursery rhymes or short poems? _____
8. Does your child use crayons, paper and pencil, scissors? _____
9. Do you, or someone else, read to your child? _____
10. How is your child disciplined? _____
11. How does your child react to discipline? _____
12. Has your child shown any interest in learning letters and numbers? _____
    Explain _____

Due to the cost of early entrance screening, there will be a $30 charge for this service

Please return this application, with $30 fee (make checks or money orders payable to Seattle School District - please do not send cash) to address listed above. Thank you.

E. Sample Waiver Application SAMPLE

This is a sample waiver application form that suggests questions to be asked of parents or guardians requesting a waiver of screening fees.

EARLY ENTRANCE WAIVER REQUEST

I request exemption from the $30 evaluation fee required for early entrance screening of _____ , for the following reasons:

Gross monthly income: _____

Number of people this income supports (adults and children) _____

Occupation _____

Name _____

Address _____

Telephone: Home _____ Work _____

Signature _____

Date _____

Please indicate who can knowledgeably recommend and support this request:

Name	Position	Business Phone No.
_____	_____	_____

F. Sample Letter to Parents SAMPLE

This is a sample letter from a school district to parents or guardians explaining procedures for early entrance identification after receipt of an application.

Re:

We have received your application to have your child considered for early entrance to kindergarten. The screening process for those children whose birthdates are between October 1 and November 30 will be held on Saturdays from May 3 through June 14, 1980. Your appointment time for screening is given below.

Enclosed are two health forms. One is a report to be filled out by the child's primary physician. This can be mailed or taken to the physician for completion. The health information is to be completed by you, and returned at the time of the screening appointment.

The screening will take approximately an hour and a half. The recommendation of the screening committee will be conveyed to you as soon as possible. The objective of this screening is to assess the intellectual, social, and physical maturity of your child in relation to the demands of kindergarten. If the recommendation is for the trial period of four weeks, it remains your decision as to whether that is the most appropriate action for your child. Our staff will provide all of the information possible to assist you in this decision.

In order to screen the children as effectively and as efficiently as possible, it is necessary that we be informed of appointments that cannot be kept. Please phone 587-6353 if you cannot keep the appointment as scheduled.

Sincerely,

Lois Benson, Ph.D.
Director
Department of Student Services

Date _____
Time _____
Place _____
Address _____

G. Sample Parent Questionnaire SAMPLE

This is a sample questionnaire to parents or guardians requesting information regarding a child to assist districts in the early entrance identification process.

SEATTLE PUBLIC SCHOOLS
ADMINISTRATION AND SERVICE CENTER

EARLY ENTRANCE TO KINDERGARTEN

HEALTH AND DEVELOPMENT INFORMATION

Name _____ Birthdate _____ Today's date _____

Address _____ Phone: Home _____ Business _____

Parent/Guardian _____ Doctor _____

Neighborhood School _____

Date of last medical examination _____ Date of last dental exam _____

A. FAMILY HISTORY:

1. Are the child's parents both in good health? No ___ Yes ___

   If no, explain _____
   _____
   _____

2. List ages, sex, and general health of brothers and sisters:

   _____
   _____
   _____

B. HEALTH OF THE CHILD:

Has your child:

1. Had any trouble with hearing: No ___ Yes ___
2. Had as many as three attacks of ear trouble? No ___ Yes ___
3. Had more than three colds or throat infections with a fever a year? No ___ Yes ___
4. Had any trouble with vision? No ___ Yes ___
5. Had any trouble with urination? No ___ Yes ___
6. Ever had a convulsion? No ___ Yes ___
7. Circle any of the following that your child has had:

"red" measles mumps chickenpox roseola

whooping cough german measles pneumonia serious accidents

broken bones removal of tonsils and adenoids

G. (Continued)

Other operations _____

Other diseases - what? _____

Hospitalizations - for what? _____

8. ALLERGIES

Has your child ever had:

a. Exzema or hives? No ___ Yes ___
b. Wheezing or asthma? No ___ Yes ___
c. Allergies or reactions to any medicines or injections No ___ Yes ___
d. Is he/she allergic to any foods? Which ones _____ ? No ___ Yes ___
e. Does he/she tend to have a stuffy nose or constant cold? No ___ Yes ___

9. CURRENT HEALTH STATUS

1. Is your child in good health now? No ___ Yes ___
2. Is your child taking any medication now? No ___ Yes ___
If so, what kind? _____

C. IMMUNIZATIONS: (Omit if Physician Report is being completed)

Please give dates:

DPT #1	DPT #2	DPT #3	DPT Booster	DPT Booster
OPV #1	OPV #2	OPV #3	OPV Booster	
Measles	Mumps	Rubella	TB test	

D. GROWTH AND DEVELOPMENT:

1. Has your child ever been separated from his/her parents for more than two hours? No ___ Yes ___
2. Can your child tie his/her own shoelaces? No ___ Yes ___
3. Can your child zip or button her/his own coat? No ___ Yes ___
4. Is your child completely toilet trained? No ___ Yes ___
5. Has your child ever been in a group learning situation such as pre-school? _____ No ___ Yes ___
Where and when: _____
_____

E. Any other information that would be helpful in working with your child

_____

_____

Name of person filling out form _____

Relationship to child _____

(Please bring this form with you to the screening appointment.)

H. Sample Physician Report SAMPLE

This is a sample physician's report issued by a school district to elicit health information about a child being considered for early entrance screening.

SEATTLE PUBLIC SCHOOLS
ADMINISTRATION AND SERVICE CENTER
EARLY ENTRANCE TO KINDERGARTEN
PRIMARY CARE PHYSICIAN REPORT

(This report form does not require an office call. Please complete Section One and mail or take to child's physician. If there is no physician, note that on this form and return with Health Information Report.)

1. To be completed by parent or guardian:

I request that information about medical, developmental, or behavioral factors which might influence the school performance of _____ be released to Seattle Public Schools. (child's name) (birthdate)

Date _____ Signature of Parent or Guardian _____

---

2. To be completed by physician: (Date of last contact) _____

Are you aware of any medical, visual, auditory, developmental or behavioral factors which might influence school performance? No _____ Yes _____

Please explain: _____

_____

_____

Is a more complete report needed? No __ Yes ___

IMMUNIZATION STATUS: Up-to-Date? No _ Yes __ Being Completed? No ___ Yes __

By age 4 years child should have received 4 doses of DTP, 4 doses Oral lio, plus Measles, Mumps and Rubella.

( ) Check vaccines child received

	Number of doses				
Vaccines	1	2	3	4	5
DTP	___	___	___	___	___
OPV	___	___	___	___	___
Measles	___				
Rubella	___				
Mumps	___				

Give date of:
Last DTP____
Last OPV____

Name _____

Address _____

Signature _____

Phone _____

Date _____

Are you the child's regular physician? No __ Yes __

This report may be returned at time of screening appointment, or mailed to:
SEATTLE PUBLIC SCHOOLS
OFFICE OF STUDENT SERVICES
ADMINISTRATION AND SERVICE CENTER - ROOM 226
SEATTLE, WASHINGTON 98109
(815 4th Avenue No.)

I. Sample Evaluator's Report SAMPLE

This is a sample evaluator's report used by a district to give clear, concise assessment results along with recommendations by the evaluator to the parents or guardian.

REPORT RECORD DATE: _____

NAME _____ BIRTHDATE _____ C.A. _____ SEX _____

SCHOOL _____

PARENT(S) _____

ADDRESS _____

TELEPHONE - Home _____
Work _____

EVALUATORS: _____

VOCABULARY (WPPSI) _____ SOCIAL MATURITY (DAP - Observation) _____

AUDITORY MEMORY (WPPSI) _____

PHYSICAL MATURITY (Gross Motor - McCarthy) _____

PERCEPTUAL-MOTOR (WPPSI AH, BEERY) _____

AVERAGE ASSESSMENT MATURITY (COMBINED) _____

RECOMMENDATIONS:

PARENT CONFERENCE: (DATE) _____

_____
STUDENT SERVICES PSYCHOLOGIST

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